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ABSTRACT

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel housekeeping staff in one participating hotel. The curriculum consists of six instructional units on these topics: hotel-related vocabulary; discussing location of items; use of numbers; describing specific housekeeping problems; special requests; and review. Each unit contains worksheets with illustrations. The review section is designed specifically for use with an audiotape recording (not included here). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 605

WESTIN ST. FRANCIS

HOUSEKEEPING DEPARTMENT

ENGLISH COMMUNICATION

MODULE I

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PROJECT EXCEL:

Workplace Communication Training for Hotel Workers

a project of Career Resources Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.

PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and ding regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.

GOALS OF THE TRAINING

The goals of the training are to enable workers togain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program

enables employees to understand written work orders so they may perform tasks independently,
enhances employees' ability to comprehend and communicate with supervisors and co-workers, and
encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

❶ Identify needs at the workplace *(1 week)*

Our experienced staff and curriculum developers conduct interviews with:

Managers
Supervisors
Workers
Union Representatives

to identify those areas where your employees would most benefit from instruction and training.

❷ Analyze job tasks and communication skills
(1 week)

Curriculum developers and instruc tors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

❸ Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel's policies and the needs identified by your own staff as a basis for instructio..

❹ Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

❺ Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your work site. Please call , Project EXCEL's Program Coordinator, at 415/775-8880, extension 22

" As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team."

Tom Passantino
Director of Training
Sheraton Palace Hotel, San Francisco

" For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace."

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

" The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

" All over The City, hotel employees are polishing up their English -- at work -- in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers."

San Francisco Examiner
Business Section, November 13, 1992

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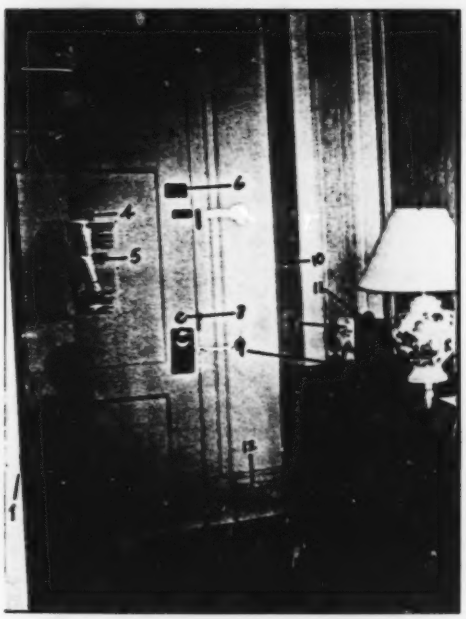
UNIT ONE: WHAT DO YOU CALL THIS?

GIVE IT A TRY

Look at the picture or the overhead projector. Listen to the words and write down the numbers next to the words.



1 hinge	____ mini bar tray
____ door frame	____ ice bucket lid
____ double lock	____ mini bar list
____ peephole	
____ base board	
____ automatic door closer	
____ security reminder	
____ security information	
____ (electric outlet) cover plate	

Listen again and check your answer. Then repeat after the teacher.

PRACTICE

Find a partner and practice the above words. Student A say a word. Student B say the matching number. Follow the example.

Example: Student A: Peephole.
Student B: Number 3.

Then switch roles and practice again.

LISTENING

Listen to each conversation and circle the word you hear. The first question is done for you.

1. a. peephole
   b. door frame
   c. safety chain

2. a. glasses
   b. stoppers*
   c. hinges

3. a. base board
   b. head board*
   c. baseball

4. a. D/D sign
   b. indicator*
   c. safety chain

5. a. mini bar tray
   b. cover plate
   c. double bed

6. a. (mini bar) lid
   b. (mini bar) list
   c. outlet

*not in the list on page 1

GUESSING

This is a game. Get a card from the teacher. On the card is the name of an object in the picture on page 1. The class will as you questions in order to guess what that is. Answer only "Yes" or "No" to the questions.

Example: (your card says "Mini bar tray")

Student A: Is it on the floor?
You: No.
Student B: Is it a paper?
You: No.
Student A: Is it on the mini bar?
You: Yes!
Student C: Is it round?
You: Yes.
Student D: Does it have a lid?
You: No.
Student B: Is it a glass?
You: No.
Student E: Is it a mini bar tray?
You: Yes!

Show the class your card when the answer is correct.

PRACTICE

Find a partner and practice the name of each object on page 3. Follow the examples. Then, switch roles and practice again.

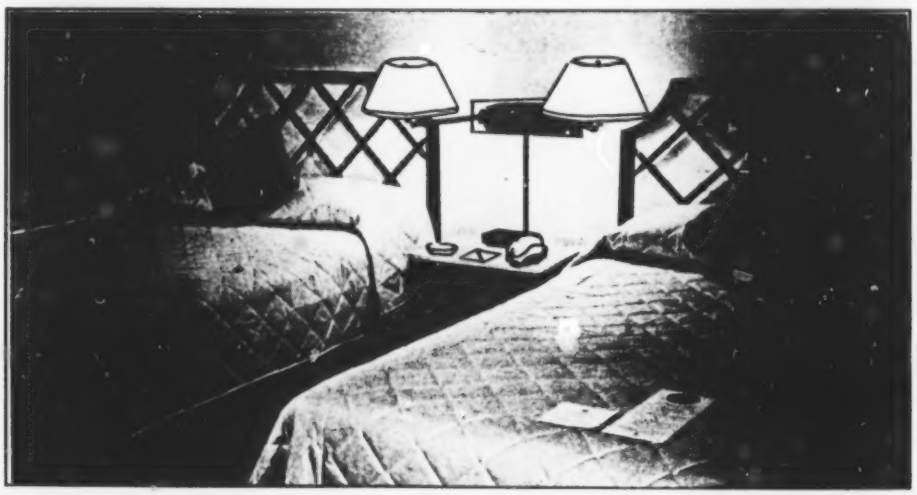
Example 1:	Example 2:
Student A: Night stand lamp.	Student A: Number 16.
Student B: Number 16.	Student B: Night stand lamp.

WHAT IS THIS CALLED?
HOW DO YOU SAY THIS IN ENGLISH?

Look at the picture. Your teacher will ask you:

"What is this called?"
"How do you say this in English?"

Tell your teacher the name of the objects.



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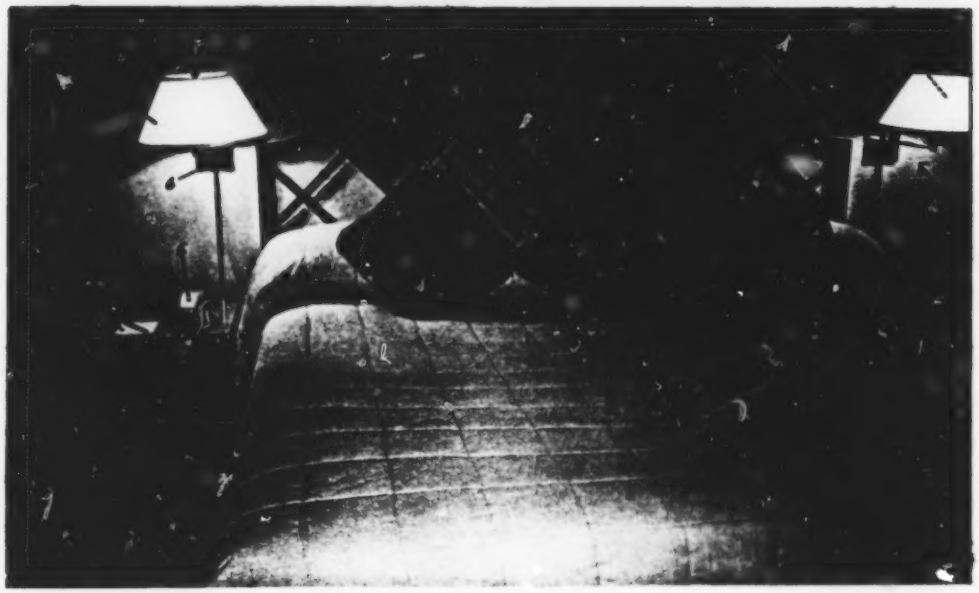
PRACTICE

Look at the picture below. Listen and repeat the name of each object. Then, write down the numbers next to the words.



_____ a. phone/telephone

_____ b. memo pad

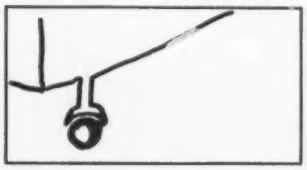
_____ c. pen (with a logo)

__ __ d. ashtray

_____ e. clock radio

_____ f. night stand

_____ g. night stand drawer



__16__ h. night stand lamp

_____ i. lamp shade

_____ j. lamp shade cap and screw

_____ l. (lamp shade) seam

_____ m. 100-watt light bulb

_____ n. switch

_____ o. feather (or foam) pillow

__ __ p. king bed

_____ q. breakfast menu

_____ r. turn down card

ON YOUR OWN

Review the following vocabulary words and group them up.

security information	lamp shade	memo pad	door frame
feather pillow	turn down card	hinge	light bulb
automatic door closer	double lock	pen with a logo	switch
security reminder	peephole	clock radio	ashtray
orange pillow	bed spread	night stand lamp	pillow cover
breakfast menu	lamp shade seam	lamp shade cap	telephone

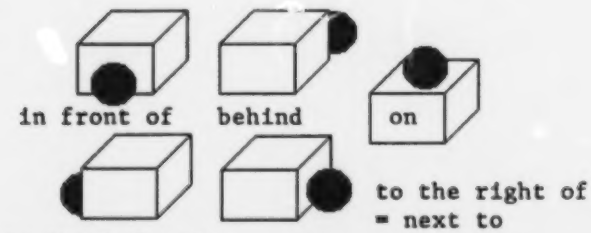
IN/ON THE DOOR

ON THE NIGHT STAND

ON THE BED

ON THE LAMP

SAY IT LIKE THIS



Look at the pictures on page 6 and 7. Listen to the dialogues. Role play with the teacher, then a partner.

DIALOGUE 1

A: Where do I put the breakfast card?
B: Put it on the bed, please.
A: Do I put it to the left of the turn down card?
B: Yes, that's right.?

DIALOGUE 2

A: Where do I put the ashtray?
B: On the night stand.
A: Do I put it behind the clock radio?
B: No, put it in front of it, please.

DIALOGUE 3

A: Where is the electric outlet?
B: It's on the wall next to the door.
A: I see. Where are the glasses?
B: They're in front of the mini bar list on the tray.

PAIR PRACTICE

1.

►Where	is	the electric outlet?	It's on the wall.
►Where	are	the glasses?	They're on the mini bar tray.

Find a partner and ask him/her where the following things are. The answers are in the picture at the bottom.

Student A
1. the phone
2. the electric outlet
3. the mini bar

Student B
1. the desk chair
2. the desk
3. the air conditioning vents

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2.

►Do I put	the night stand it	next to the bed?	That's right.
►Do I put	the bath towels they	to the left of the hand towels?	No, to the right of them.

With a partner, practice asking for and giving locations of the items below: ask your partner where to put A items; then have him/her ask you where to put B items.

A.	B.
1. the king bed	1. the glasses
2. the night stand lamp	2. the turn down card
3. the desk lamp	3. the ice bucket

3.

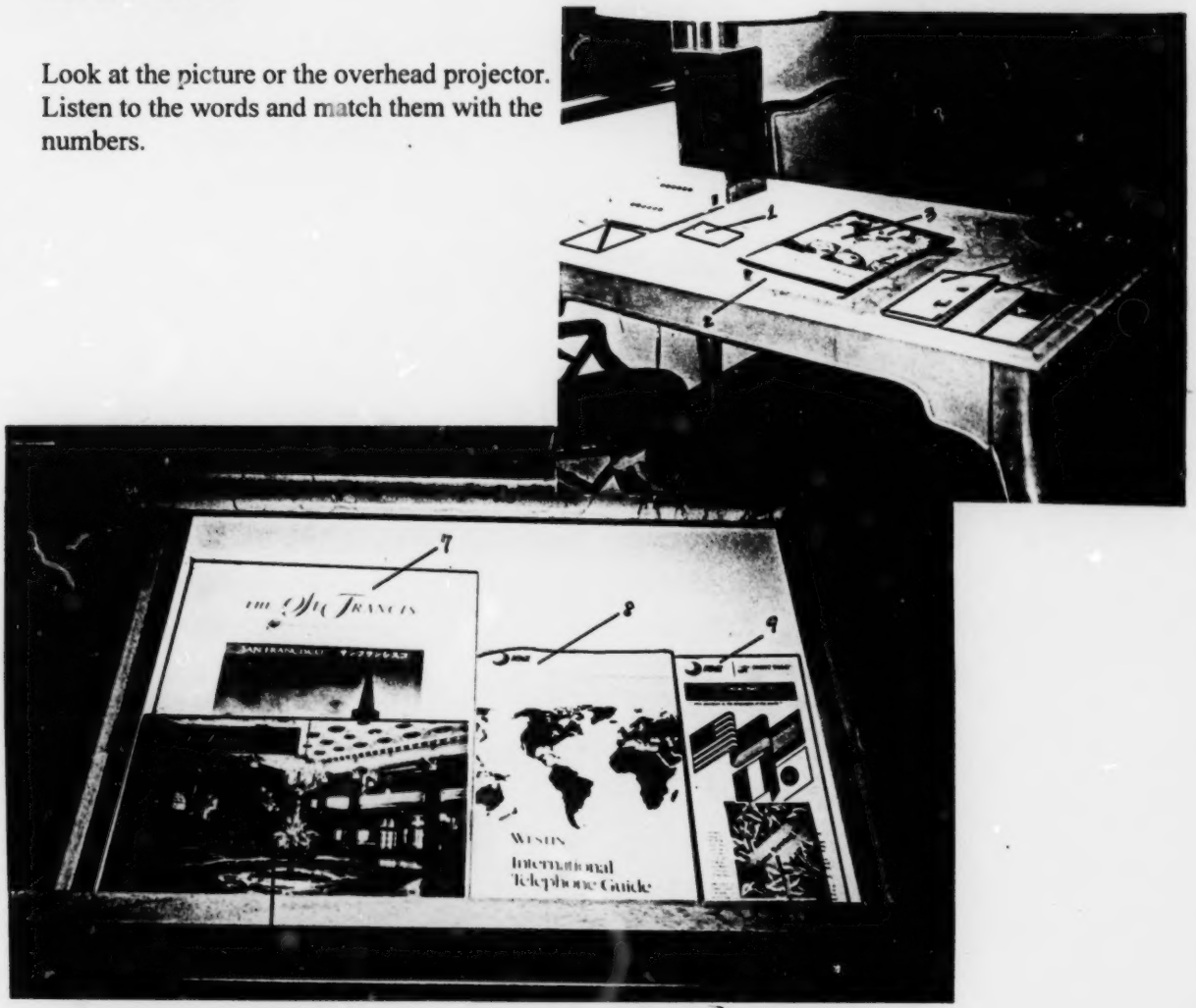
►Where do I put	the ashtray? it	To the left of the memo pad.
►Where do I put	the towels? them	On the towel rack.

With a partner, practice asking for and giving locations of the items below.

A.	B.
1. the ice bucket lid	1. the mini bar list
2. the breakfast card	2. the bed spread

GIVE IT A TRY

Look at the picture or the overhead projector. Listen to the words and match them with the numbers.



_____ (1993) hotel directory

_____ directory of guest service

_____ Victor's literature

_____ guest informant

_____ AT&T flag

_____ sewing kit

_____ the Bible*

_____ 60-second critic (guest card)

_____ room service menu

_____ telephone charge card

_____ picture of the lobby

_____ AT&T international dialing

_____ matches

_____ stationary folder*

* not shown in the picture

PRACTICE

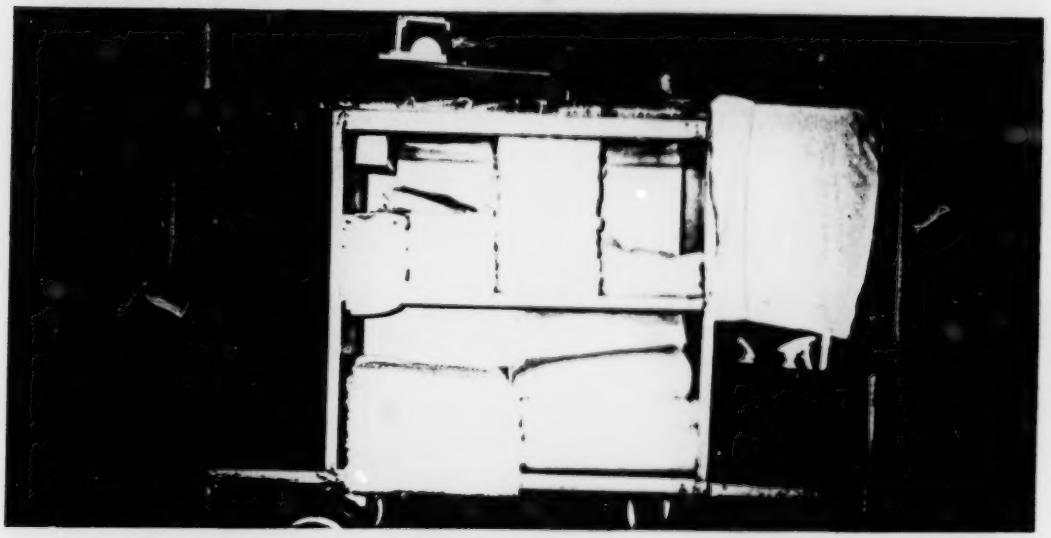
Look at your teacher's items and answer his/her questions.

Example:	Teacher:	What's to the left of the matches?
	Student:	An ashtray.
	Teacher:	Where's the pen?
	Student:	It's on the memo pad.

B.
Get a few housekeeping items from your teacher and place them on the table. Then, find a partner and practice asking and answering questions like you did with your teacher in the previous activity.

DO YOUR BEST

Look at the supplier. Write down as many items as possible.



_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Now, check your answers and repeat after the teacher.

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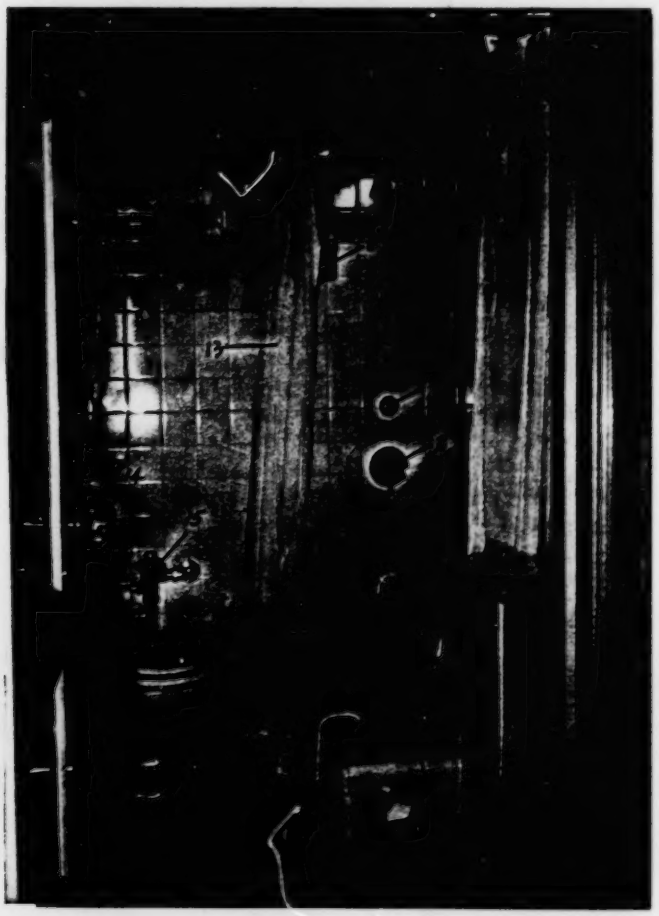
UNIT TWO: WHERE ARE THE TOWELS?

GIVE IT A TRY

Look at the picture or the overhead projector. Listen to the words and write down the numbers next to the words.



_____ Kleenex cabinet

_____ shower curtain

_____ shower rod

_____ shower head

_____ clothes line

_____ soap dish

_____ tub stopper

_____ (hot/cold water) handle

_____ tub faucet

_____ drain

_____ wall paper

_____ tile

_____ towel rack

_____ pipe _____ flush handle _____ wastebasket

_____ toilet lid _____ toilet seat _____ toilet bowel

_____ lid bumper _____ seat bumper _____ door knob

Listen again and check your answer. Then repeat after the teacher.

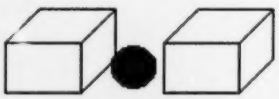
PRACTICE

Find a partner and practice items on page 11. Follow the examples. Then, switch roles and practice again.

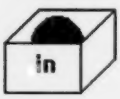
Example 1:
Student A: Clothes line.
Student B: Number 3.

Example 2:
Student A: Number 3.
Student B: Clothes line.

SAY IT LIKE THIS



between



next to

Look at the pictures. Listen to and read the dialogue. Role play it with your teacher first, then with a partner.

DIALOGUE

A: Where does the Kleenex go?
B: Put it in the Kleenex cabinet.
A: Is the toilet seat between the toilet bowel and the lid?
B: Right.

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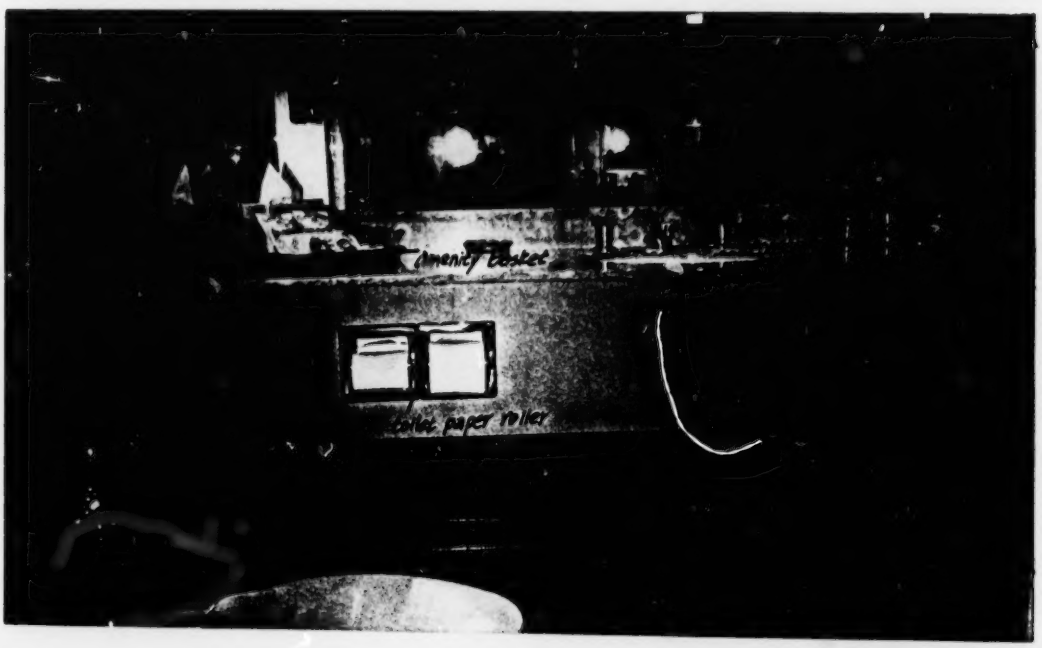
LISTENING

Look at the picture on page 12. Listen to each question and circle the correct answer. The first one is done for you.

1.	2.	3.	4.	5.	6.
a	a	a	a	a	a
b	b	b	b	b	b
c	c	c	c	c	c

GIVE IT A TRY

Look at the picture and practice the names of the items.



Now, find a partner and ask him/her where the following items are.

Student A
1. the hand towel
2. the amenity basket
3. the pipe
4. the hot water faucet

Student B
1. the wastebasket
2. the Kleenex
3. the rug
4. the electric outlet

DO YOUR BEST

Look at the pictures and write down as many items as possible.

Picture 1:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now, check your answers and repeat after the teachaer.

Picture 2:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now, check your answers and repeat after the teacher.

LISTENING

Look at Picture 2 or the overhead. Listen to each question and complete it by circling the right answer. Follow the example.

Example: (you will hear) "Excuse me, where is the electric outlet?
(you should circle) a. It's on the floor.
ⓑ It's on the wall.

1. a. On the wall.
   b. In the wall.

2. a. It's behind the armchairs.
   b. It's between the armchairs.

3. a. To the right of the pen.
   b. To the left of the pen.

4. a. Put them in front of the ceco bed.
   b. Put them next to the ceco bed.

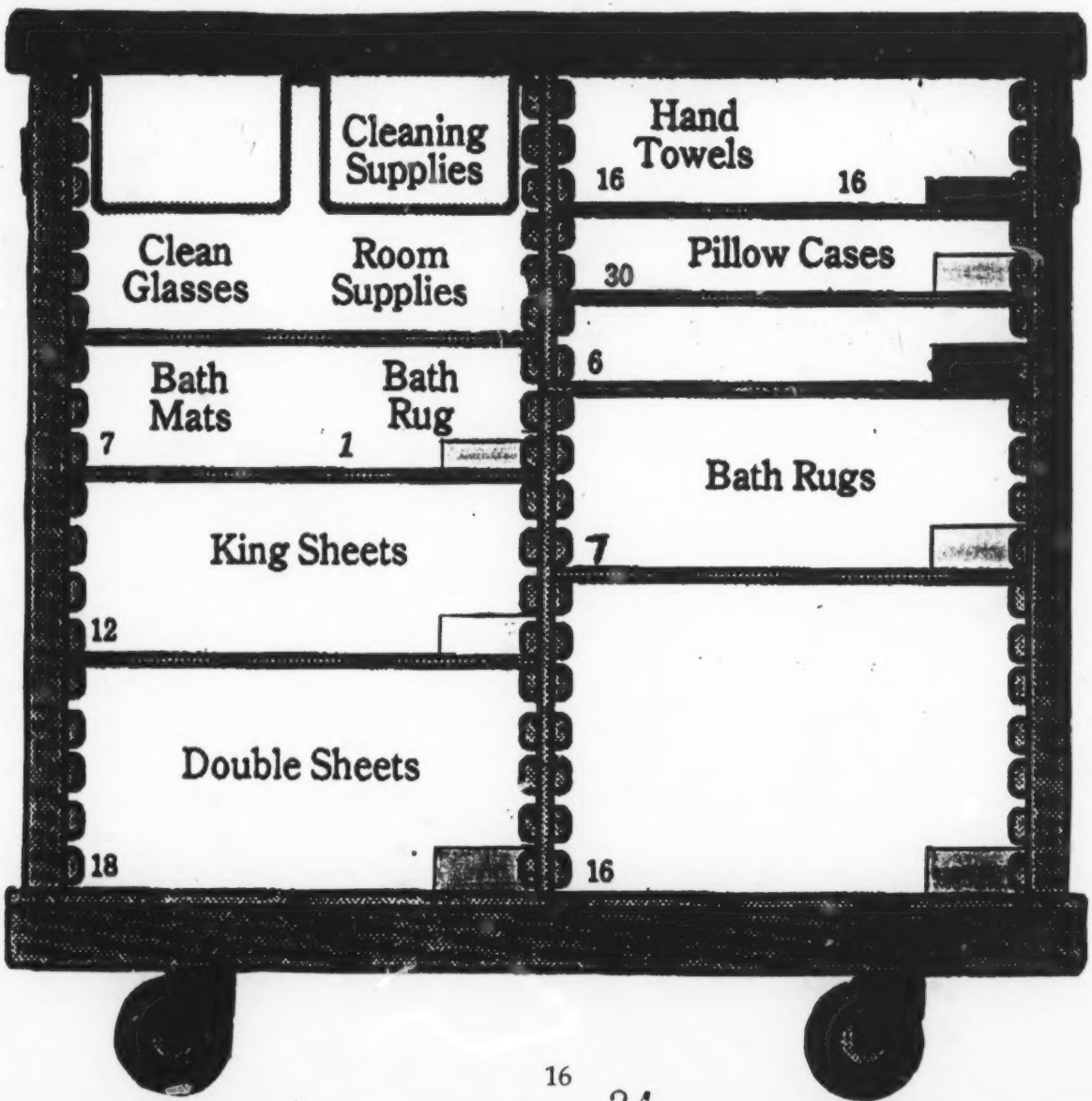
5. a. In front of the pen and memo pad.
   b. Behind the pen and memo pad.

PAIR PRACTICE

Find a partner and practice giving locations. Look only at your part.

Student A
Look at the supplier and ask Student B where the missing items are. Then, answer Student B's questions.

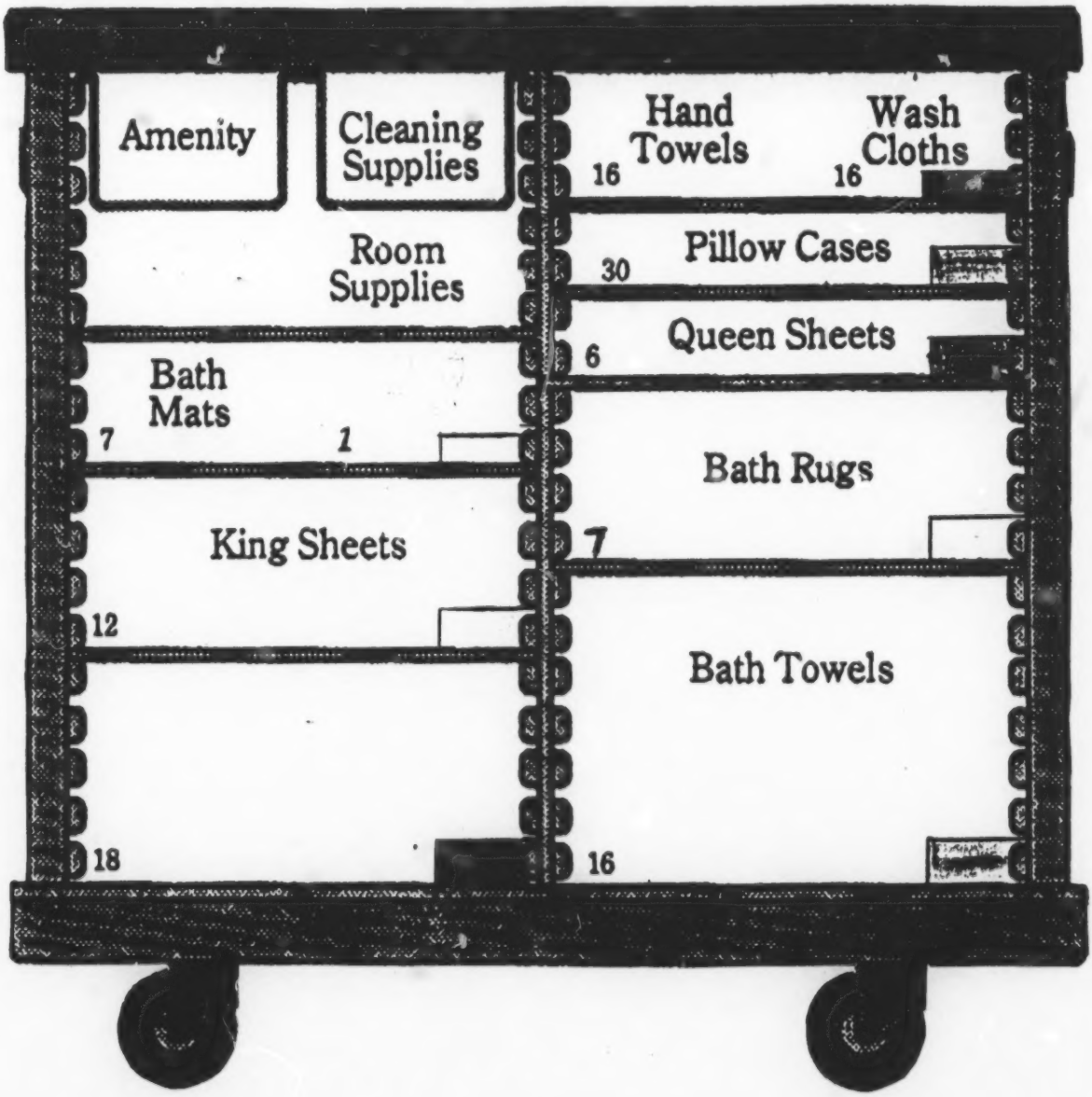
The missing items:	
1. Bath towels	3. Queen sheets
2. Amenity baskets	4. Wash cloths



Student B

Look at the suppliers. Answer Student A's questions. Then, ask where your missing items are.

The missing items:	
1. Bath rugs	3. clean glasses
2. double sheets	4. hand lotion



UNIT 3: DID YOU SAY *TWO* TOWELS?

LISTENING

Listen to each dialogue. Listen and read the choices. Then, circle the right answer.

1. a. The guest needs 5 wash cloths.
   b. The guest needs 4 wash cloths.
   c. The guest needs wash cloths at 5:00.

2. a. The guest is in Room 940.
   b. The guest is in Room 914.
   c. The guest is in Room 1449.

3. a. Nancy has a duster.
   b. Jose has a duster.
   c. Jose will bring Nancy a duster.

4. a. David calls the Housekeeping office.
   b. David needs to go to the Housekeeping office.
   c. Leila needs to call David at the Housekeeping office.

SPEAKING

Now, read the dialogues and practice with a partner.

1. A: I need 5 more wash cloths.
   B: Did you say *five*?
   A: That's right.
   B: OK. I'll be right back.

2. A: Excuse me, Rosa?
   B: Yes?
   A: Room 914 needs 5 more wash cloths.
   B: 14 or 40?
   A: 14. 9-1-4.
   B: All right. I'll be right there.

914

3. A: Hi, Jose.
   B: Hi, good morning. Nancy, I need to borrow your duster.
   A: **Excuse me?**
   B: Can I use your duster?
   A: Go ahead.
   B: Thanks. I'll bring it back soon.

4. A: Leila, call David at the Housekeeping office.
   He wants you to call him.
   B: **Could you say that again?**
   A: David is in the Housekeeping office.
   He wants to talk to you. Call him.
   B: Oh, okay. Thanks.

USEFUL EXPRESSIONS

Did you say *5*?
14 or 40?
Excuse me?
Could you say that again?

INTONATIONS

Listen and repeat.

Rising Intonation	Falling Intonation
Did you say *five*?	14 or 40?
Five?	30 or 13?
Excuse me?	4 or 5?
Pardon me?	Bath towels or hand towels?
I'm sorry?	Regular or orange? (pillow covers)
(Excuse me,) Could you say that again?	Foam or feather? (pillows)
What was that again?	Rober or Beth?
What did you say?	

SPEAKING

Find a partner and practice the dialogues, using the given expressions.
Student A is a hotel guest and Student B is a room attendant. Follow the example.

Example: Student A: Can you come back at 1:15?
Student B: 15 or 50?
Student A: 15, 1:15.
Student B: Thanks. I'll come back at 1:15.

I. **13 or 30?**

1. A: Please don't come in until 10:30.
   B: **13 or 30?**
   A: 30. 10:30.
   B: All right. I'll come in after 10:30.

2. A: Could you come back in 40 minutes?
   B: **40 or 14?**
   A: 40. 4-0.
   B: OK. I'll come back in 40 minutes.

3. A: I'll be back to my room in about 50 minutes.
   B: **15 or 50?**
   A: 50.
   B: All right. The room will be ready in 50 minutes.

4. A: I need four more towels.
   B: **4 or 5?**
   A: 4.
   B: Bath towels or hand towels?
   A: Bath towels, please.

II. **Did you say *five*?**

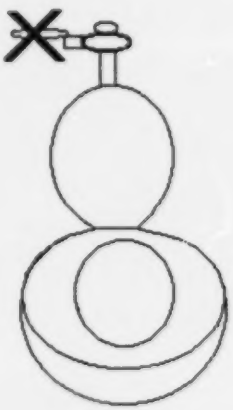
1. A: I need five more minutes.
   B: **Did you say *five*?**
   A: Yeah.
   B: OK, I'll come back in about 5 minutes.

2. A: Can I have two more glasses?
   B: **Did you say *two*?**
   A: Uh-uh.
   B: Here you go.

3. A: We need two more blankets on the double.
   B: **Did you say *two blankets*?**
   A: Yes. Two, right away.
   B: I'll get them for you now.

III. **Excuse me?**

1. A: The fluorescent light is out.
   B: **Excuse me?**
   A: The fluorescent light in the bathroom is out.
   B: I see. I'll call Housekeeping.



2. A: The flush handle doesn't work.
   B: **Excuse me?**
   A: I can't flushe the toilet.
   B: I see. I'll call Housekeeping now.

3. A: Something's wrong with the drapery track.
   B: **Excuse me?**
   A: I can't open the drapes.
   B: Let me call Housekeeping now.

IV. **Excuse me, what did you say?**

1. A: Please get the rollaway bed ready by 5:00.
   I'd like two more blankets.
   B: **Excuse me, what did you say?**
   A: Could you set up the rollaway bed
   before 5:00 o'clock?
   B: Sure.
   A: And I need two more blankets.
   B: No problem.

2. A: I want to have an extra pilow, please.
   By the way, don't tug in my sheets.
   B: **Excuse me, what did you say?**
   A: Can you get me an extra pillow?
   B: Yes.
   A: Good. Don't fold the sheets in like this.
   Leave them out.
   B: OK. I'll do that.

3. A: Would it be possible if you replace those pillows with foam pillows? I'm allergic to feather.
   B: **Excuse me, what did you say?**
   A: Those pillows are feather and I'm allergic to it. Could you take them away and get me foam pillows?
   B: Yes, I'll do that.

PRACTICE

Find a partner and practice the dialogues. Listen to your partner carefully and look only at your part.

I. 13 or 30?

1. A: Please don't come in until 10:30.
   B: .....?
   A: 30. 10:30.
   B: .....

1. A: .....
   B: Did you say 13 or 30?
   A: .....
   B: All right. I'll come in after 10:30.

2. A: Could you come back in 40 minutes?
   B: .....?
   A: 40. 4-0.
   B: .....

2. A: .....
   B: 40 or 14?
   A: .....
   B: OK. I'll come back in 40 minutes.

3. A: I'll be back to my room in 50 minutes.
   B: .....?
   A: 50.
   B: .....

3. A: .....
   B: 15 or 50?
   A: .....
   B: All right. The room will be ready in 50 minutes.

4. A: I need four more towels.
   B: 4 or 5?
   A: 4.
   B: .....?
   A: Bath towels, please.

4. A: .....
   B: 4 or 5?
   A: .....
   B: Bath towels or hand towels?
   A: Bath towels, please.

II. **Did you say *five*?**

1. A: I need five more minutes.
   B: .....?
   A: Yeah.
   B: .....

1. A: .....
   B: Did you say *five*?
   A: .....
   B: OK, I'll come back in about 5 minutes.

2. A: Can we have two more glasses?
   B: .....?
   A: Uh-uh.
   B: .....

2. A: .....?
   B: Did you say *two*?
   A: .....
   B: Here you go.

3. A: We need a rollaway on the double.
   B: .....?
   A: Yes. Just one, right away.
   B: .....

3. A: .....
   B: Did you say ***one*** rollaway bed?
   A: .....
   B: I'll get them for you now.

III. **Excuse me?**

1. A: The fluorescent light is out.
   B: .....?
   A: The fluorescent light in the bathroom is out.
   B: .....

1. A: .....
   B: Excuse me?
   A: .....
   B: I see. I'll call Housekeeping.

2. A: The flush handle doesn't work.
   B: .....?
   A: I can't flush the toilet; the handle is loose.
   B: .....

2. A: .....
   B: Excuse me?
   A: .....
   B: I'll call Housekeeping now.

3. A: Something's wrong with the drapery track.
   B: .....?
   A: I can't open the drapes.
   B: .....

3. A: .....
   B: Excuse me?
   A: .....
   B: OK, let me call Housekeeping.

IV. **Excuse me, what did you say?**

1. A: Please get the rollaway bed ready by 5:00. I'd like two more blankets.
   B: .....?
   A: Could you set up the rollaway bed before 5:00 o'clock?
   B: .....
   A: And I need two more blankets.
   B: .....

   1. A: .....
   B: Excuse me, what did you say?
   A: .....?
   B: Sure.
   A: .....
   B: No problem.

2. A: I want to have an extra pilow, please. By the way, don't tug in my sheets.
   B: .....?
   A: Can you get me an extra pillow?
   B: .....
   A: Good. Don't fold the sheets in like this. Leave them out.
   B: .....

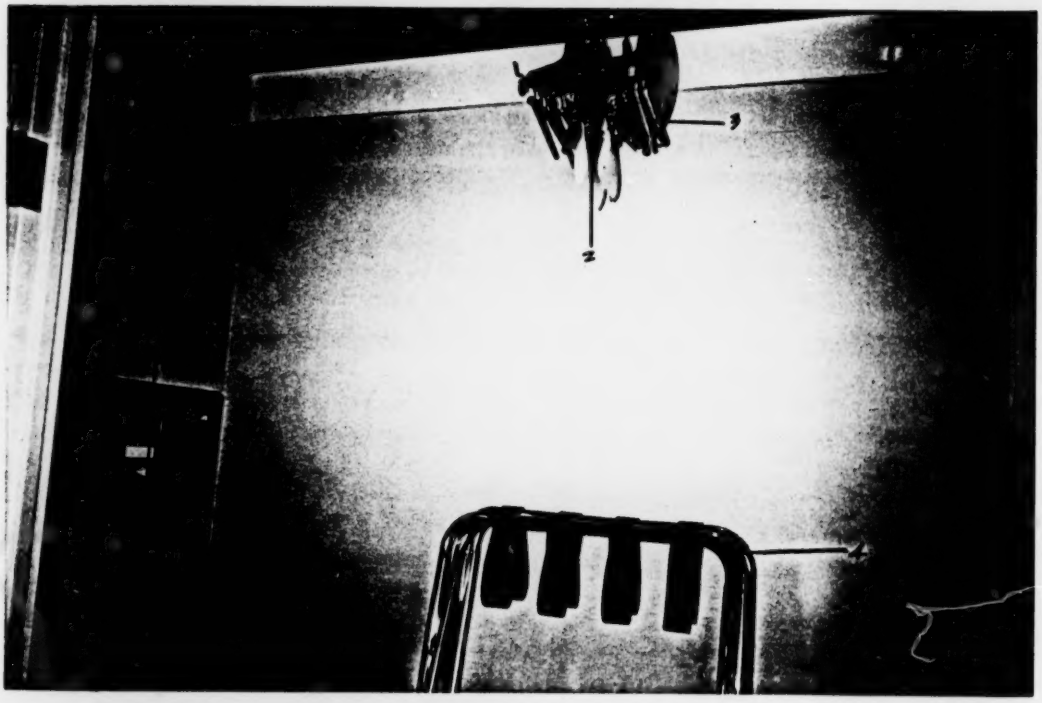
   2. A: .....
   B: Excuse me, what did you say?
   A: .....?
   B: Yes.
   A: .....
   B: OK. I'll do that.

3. A: Would it be possible if you replace those pillows with foam pillows? I'm allergic to feather.
   B: .....?
   A: Those pillows are feather and I'm allergic to it. Could you take them away and get me foam pillows?
   B: .....

   A: .....?
   B: Excuse me, what did you say?
   A: .....
   B: Yes, I'll do that.

GIVE IT A TRY

Look at the picture. Listen and repeat. Then, answer the following questions.



luggage rack	closet hook *
suit hanger	tie rack*
hanger with clips	safe (with a key)
mirror	dresser drawer
tent card	desk lamp

1. Where is the mirror?
2. Where is the tent card?
3. Where are the hangers?

* not shown in the picture

ROLE PLAY

Look at the housekeeping items in the room. You are A. Find a partner--B. Student A will get a card and start again. Read the following instructions carefully before you begin.

Student A -- Ask Student B to bring you the items on the card. Answer any questions from Student B.
Student B -- Listen to Student A and follow his/her instructions. If there's anything you don't understand, ask Student A.

When you are finished, Student B will get a card and practice with Student A again.

1. You need three clean bath towels and hand towels. (3 + 3 = 6)
2. Ask your partner to bring you some garbage bags.
3. Tell your partner to get you some more clean glasses.

Ask for these items:
1. some memo pads
2. one more sewing kit
3. 13 envelopes

You need:
1. a 75-watt light bulb
2. a tent card
3. some matches

1. You need two more pillows and three more orange pillows. (3 + 3 = 6)
2. Ask your partner to call his/her supervisor.
3. Tell your partner Room 1730 (seventeen-thirty) requests for turn down beds.

WHEN YOU *REALLY* DON'T UNDERSTAND.....

1. What do you say when you don't understand the guest?
2. What do you say when they don't understand you?

Listen to and then practice the dialogue.

Room attendant:	(knocking) Housekeeping.
Guest:	Good morning.
Room attendant:	Good morning. May I make up your room now?
Guest:	Sure. Just do the desk and the bed, but don't tug in the sheets, please. And by the way, I lost my contact lenses and I don't have time to look for them, so don't bother vacuuming the carpet around the dresser.... Can you do that?
Room attendant:	**I'm sorry, I don't understand, but** I'll call my supervisor. Could you talk to her?
Guest:	Sure, no problem.
Room attendant:	Thanks. Just a second, please.

Answer the following questions.

1. What else can you say when you don't understand? Give 3 examples.

I'm sorry, I don't understand, but I'll call my supervisor.

a. I'm sorry, I don't understand, but _____.

b. I'm sorry, I don't understand, but _____.

c. I'm sorry, I don't understand, but _____.

2. Compare A with B. Which is better? Why?

A.

Guest: My sheets, blankets and pillows have a smell of cigarette smoke. Can you replace them?

Room attendant: I'm sorry, I don't understand.

B.

Guest: My sheets, blankets and pillows smell like cigarette smoke. Can you replace them?

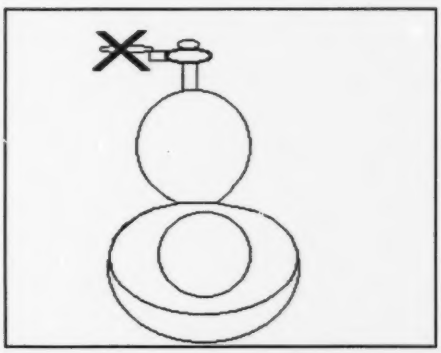
Room attendant: I'm sorry, I don't quite understand, but I'll call my supervisor Could you talk to him?

UNIT 4: THE PULLEY IN ROOM 1450 IS BROKEN

LISTENING

Look at the pictures and listen to the short telephone dialogues.

1.



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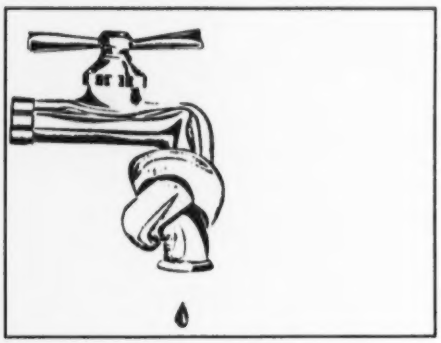

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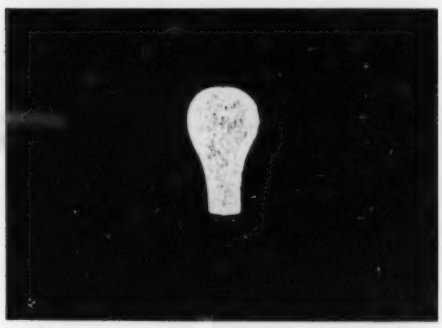
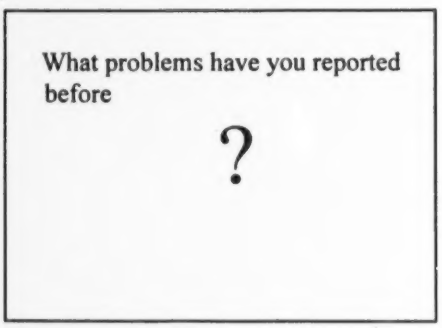


4.



Asnwer the questions.

a. Which problem(s) should you report immediately? Why?
b. Work with a partner. Write down 3 more problems in the room.

_____

_____

_____

GIVE IT A TRY

Look at the picture or the overhead projector. Practice the words. Then, listen to the words and match them with the numbers.

_____ drapes

_____ casement

_____ drapery track (master carrier)

_____ drapery cord

_____ window shade*

_____ window handle*

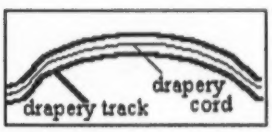
_____ ledge*

_____ glass table

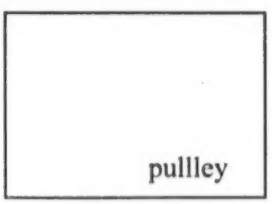
_____ glass table cap

_____ floor lamp

* not shown in the picture



Now, listen again and check your answers.



PRACTICE

Find a partner and practice the above words. Student A, say a word. Student B, say the matching number. Then, switch the roles and practice again.

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DIALOGUES

Practice the dialogues.

DIALOGUE 1

Guest: There's something wrong with the drapes.
Attendant: Excuse me, could you say that again?
Guest: The drapes don't close.
Attendant: I see. Let me check...I think the drapery track is bent. I'll call Housekeeping.

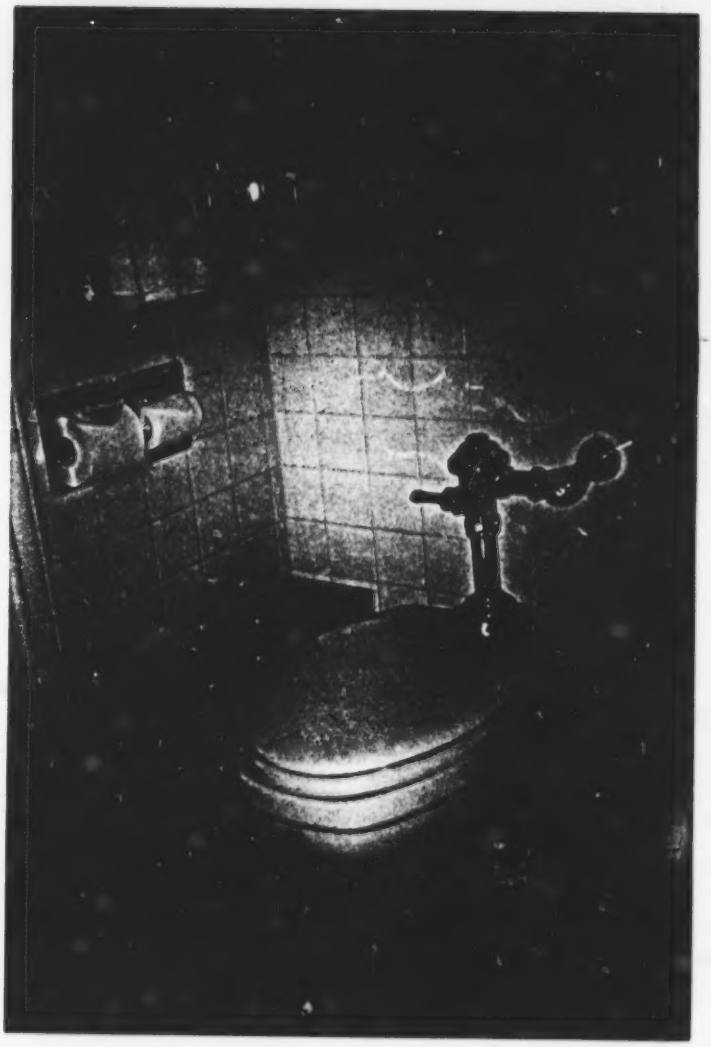
DIALOGUE 2

Guest: Could you do me a favor?
Attendant: Yes?
Guest: Would you check the toilet? Something at the bottom was loose.
Attendant: All right....The china cap came off. Let me call Housekeeping.
(dialing)
Betty: Good morning, this is Housekeeping, Betty speaking. May I help you?
Attendant: This is Linda Lee. **The toilet china cap in Room 3456 came off.**
Betty: OK. Thanks.
Attendant: (to the guest) They'll fix it soon.

Dialogue 3

Guest: Excuse me.
Attendant: Yes?
Guest: The toilet doesn't flush.
Attendant: I see. Let me call Housekeeping now. (dialing)
Betty: Housekeeping, Betty speaking. May I help you?
Attendant: This is Lisa Young. **The toilet in Room 2345 doesn't flush.**
Betty: Room 2-3-4-5. All right.

Attendant: (to the guest) They'll fix it soon.
Guest: Thank a lot.
Attendant: You're very welcome.



Dialogue 4

Guest: Excuse me, one of the lights in the bathroom is out.
Attendant: Which one?
Guest: The one over the sink.
Attendant: I see. Let me call Housekeeping now. (dialing)
Betty: Housekeeping, this is Betty. May I help you?
Attendant: This is Amy. **The fluorescent light over the sink in Room 1234 is out.**
Betty: Fluorescent light over the sink in Room 1-2-3-4. OK, I'll take care of it.

REPORTING A PROBLEM

The toilet		in Room 2345	doesn't flush.
The light	between the beds	in Room 1234	is out.
object +	**location** +	**Room number** +	**problem**

MATCHING

Study the words in the following two columns. Circle the words you don't understand and ask your teacher what they mean. Then, match A to B.

1. The bathtub	in Room 1234	is out
2. The bathroom light		is stuck
3. The sink water		is missing
4. The light over the mini bar		is broken
5. The tub stopper		is bent
6. the toilet lid bumper		is off the wall
7. the glass table cap		is plugged up
8. The window shade string		is loose
9. The drapery cord		doesn't work
10. The drapery track		drains too slowly
11. The pulley		came off
12. The window handle		
13. The lamp shade screw		

Now, practice the sentences.

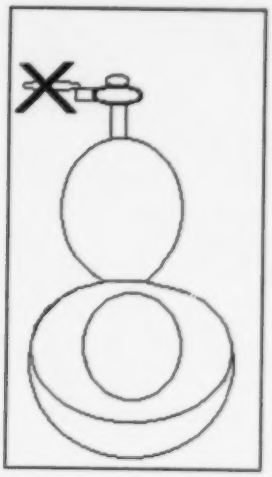
In your experience, what other items tend to have the following problems? Work with two or three partners and write down as many items as possible.

1. The sink water	in Room 1234	is clogged up
2. The bathroom light		is out
3. The drapery cord		is bent
4. The pully		is off the wall
5. The glass table cap		is missing
6. The toilet lid bumper		came off
7. The lamp shade screw		is missing
8. The tub stopper		doesn't work

Now, find a partner and practice the sentences.

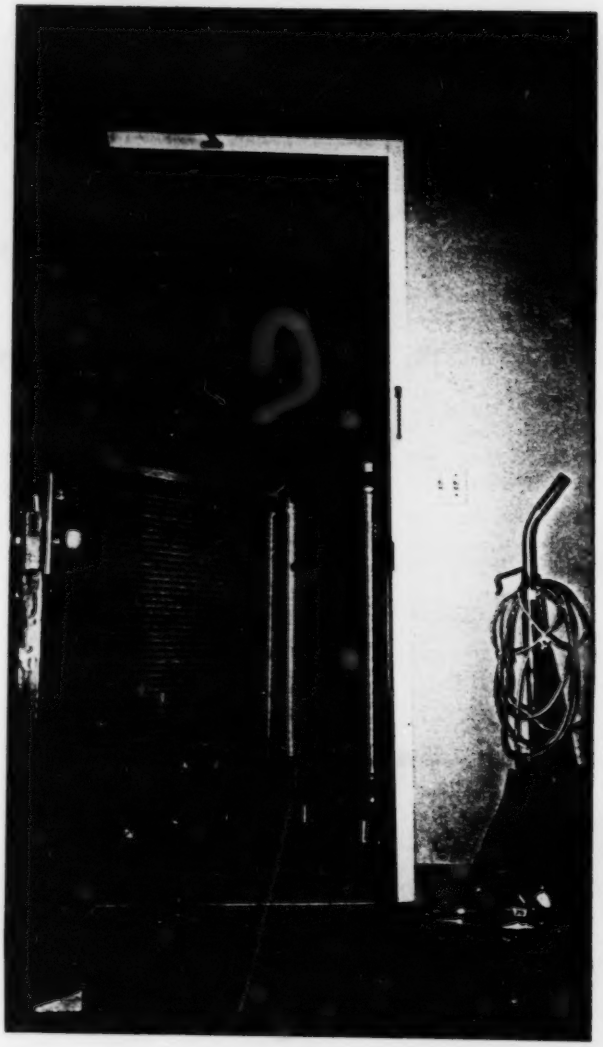
PICTIONARY

This is a guessing game. Go to the board and get a card from your teacher. Read the card carefully. Then, draw a picture for the class to guess the problem written on the card.
For example: the card says: "The toilet handle is broken."
draw a picture:



UNIT 5: SPECIAL REQUESTS

LISTENING



A.
Michelle, a room attendant, is cleaning Room 1550. Her supplier and carrier are positioned at the door. A person comes to the door and wants to get in. Listen to their conversation. Then, answer the following questions.

1. Did Michelle ask the guest for the key? Why?
2. Did the guest have the key?
3. Did Michelle try the key in the door?
4. Did Michelle let the guest in?

Listen to the conversation between Michelle and another guest at Room 1626. Then answer the questions.

5. Did Michelle ask the guest for the key?
6. Did Michelle explain why she needed the key?
7. Did the guest have the key?

Listen to the conversation between Michelle and an upset guest at Room 1837. Then, answer the questions.

8. Did Michelle ask the guest for the key?
9. Did the guest have the key?
10. Did Michelle explain why she needed the key?
11. Did Michelle let the guest in?
12. Did Michelle give the brief case to the guest? Why or why not?
13. Was the guest upset? Why?
14. What did Michelle tell the guest to do?

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B.
Listen to the dialogues between Michelle and the guests. If her responses are appropriate, check "GOOD." If not, check "BAD."

	GOOD	BAD
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

DIALOGUES

Listen to the dialogues. Then, find a partner and practice them.

DIALOGUE 1

Guest 1: Excuse me.
Michelle: Yes? Can I help you?
Guest 1: I need to get into my room.
Michelle: **Do you have the key?**
Guest 1: Sure. Here you go.
Michelle: Thanks.
(check the key in the door)
Here's your key. Thank you.
Let me move the supplier.
Guest 1: Thanks.

DIALOGUE 2

Guest 2: Excuse me. Can I get into my room please?
Michelle: Do you have the key?
Guest 2: Why? The door's open.
Michelle: I know, but **we're only allowed to let people in if they have the key.**
Guest 2: All right. Here you go.
Michelle: Thank you.... Here's your key. Thank you very much. Let me mover the supplier.
Guest 2: Thanks.

DIALOGUE 3

Guest 3: Excuse me...Excuse me...
Michelle: Yes, may I help you?
Guest 3: I need to get in.
Michelle: Do you have the key?
Guest 3: This is my room!
Michelle: I'm sorry, but we're only allowed to let people in if they have the key.
Guest 3: I don't have it with me. I was in a meeting, I came back in a hurry, and I forgot!
Michelle: **I understand that and I'm really sorry, but for the security of our guests, you need to go to the front desk and ask them to assist you.**
Guest 3: Listen, I only need something in the briefcase by that desk right over there. Can you hand it to me?
Michelle: **I'm afraid I am not allowed to do it, sir.** You really have to go to the front desk.

USEFUL EXPRESSIONS

Do you have the key?
I'm sorry, but we are only allowed to let people in if they have the key.
I'm really sorry, but for the security of our guests, you need to go to the front desk and ask them to assist you.
I'm afraid I'm not allowed to do it.

1. Do you have the key?
2. I'm sorry, but we are only allowed to let people in if they have the key.
3. I'm really sorry, but for the security of our guests, you need to go to the front desk and ask them to assist you.
4. I'm afraid I'm not allowed to do it.

MATCHING

Listen to and read the requests from guests. Write an appropriate response above for each one.

1. Guest: Excuse me, can I get in?

   Attendant: _____

2. Guest: I just need that folder on the table. Can you get it for me?

   Attendant: _____

3. Guest: We forgot to bring our key. Could you open the door for us?

   Attendant: _____

4. Guest: This is ***my*** room! Why can't I get in?

   Attendant: _____

5. Guest: I know I should go to the front desk, but I only need to get my jacket in the closet.

   Attendant: _____

6. Guest: Excuse me, can I use the bathroom real quick?

   Attendant: _____

7. Guest: Can I use the phone for a second?

   Attendant: _____

Now, find a partner and practice 1 through 7.

PRACTICE

Practice the dialogues with a partner.

DIALOGUE 1

Guest 1: Excuse me.
Michelle: .....?
Guest 1: I need to get into my room.
Michelle: .....?
Guest 1: Sure. Here you go.
Michelle: .....
Guest 1: Thanks.

Guest 1: .....
Michelle: Yes? Can I help you?
Guest 1: .....
Michelle: **Do you have the key?**
Guest 1: .....
Michelle: Thanks.... Here's your key, thank you. Let me move the supplier.
Guest 1: .....

DIALOGUE 2

Guest 2: Excuse me. Can I get into my room please?
Michelle: .....?
Guest 2: Why? The door's open.
Michelle: .....
Guest 2: All right. Here you go.
Michelle: .....
Guest 2: Thanks.

Guest 2: .....?
Michelle: Do you have the key?
Guest 2: .....
Michelle: I know, but **we're only allowed to let people in if they have the key.**
Guest 2: .....
Michelle: Thank you.... Here's your key, thank you very much. Let me move the supplier.
Guest 2: .....

DIALOGUE 3

Guest 3: Excuse me...Excuse me...
Michelle: .....?
Guest 3: I need to get in.
Michelle: .....?
Guest 3: This is my room!
Michelle: .....
Guest 3: I don't have it with me. I was in a meeting, I came back in a hurry, and I forgot!
Michelle: .....
Guest 3: Listen, I only need something in the briefcase by that desk. Can you hand it to me?
Michelle: .....

Guest 3: .....
Michelle: Yes, may I help you?
Guest 3: .....
Michelle: Do you have the key?
Guest 3: .....!
Michelle: I'm sorry but we're only allowed to let people in if they have the key.
Guest 3: .....!
Michelle: **I understand that and I'm really sorry, but for the security of our guests, you need to go to the front desk and ask them to assist you.**
Guest 3: .....?
Michelle: **I'm afraid I am not allowed to do it, sir.** You really have to go to the front desk.

UNIT 6: REVIEW

LISTENING

A.
Look at the picture. Listen to the tape and write the numbers of words that you hear.
For example: (you will hear) "Lamp shade."
(you should write) 2.

1. _____ 3. _____ 5. _____ 7. _____

2. _____ 4. _____ 6. _____

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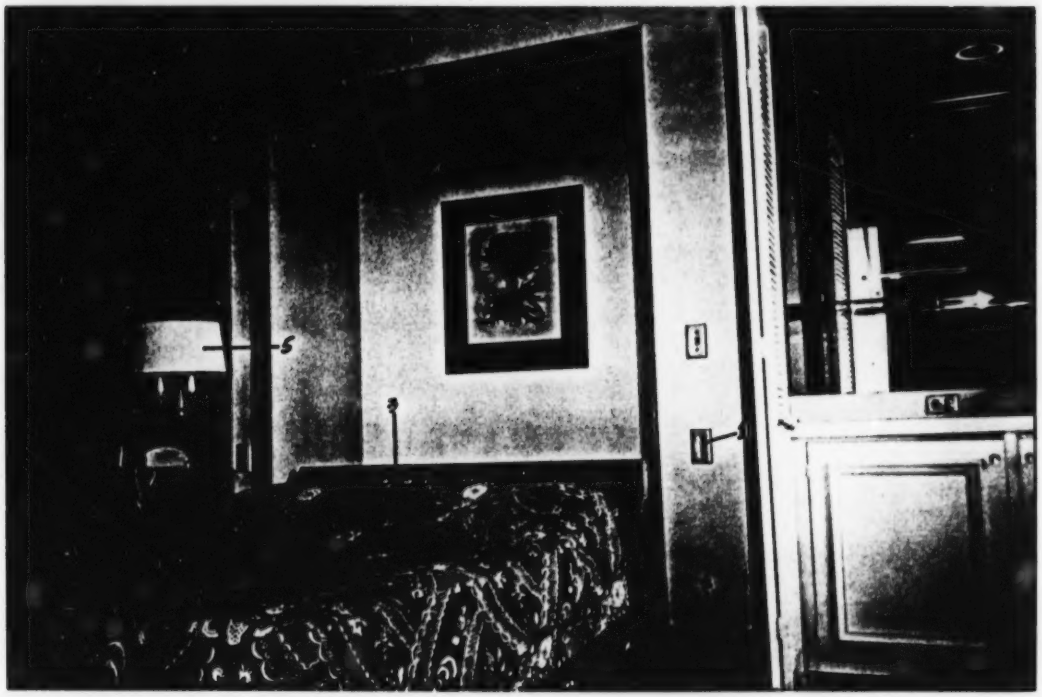
B.

Look at the picture. Listen and circle the numbers of the items you hear.

For example: (you will hear) "The drapes are dusty. You need to clean them."
(you should circle) 7.



a.	1	2	3	4	5	6	7	8
b.	1	2	3	4	5	6	7	8
c.	1	2	3	4	5	6	7	8
d.	1	2	3	4	5	6	7	8
e.	1	2	3	4	5	6	7	8
f.	1	2	3	4	5	6	7	8
g.	1	2	3	4	5	6	7	8
h.	1	2	3	4	5	6	7	8

C.

Look at the picture. Listen to the dialogues and the answers. Circle the best answers.

1. a
   b
   c

2. a
   b
   c

3. a
   b
   c

4. a
   b
   c

5. a
   b
   c

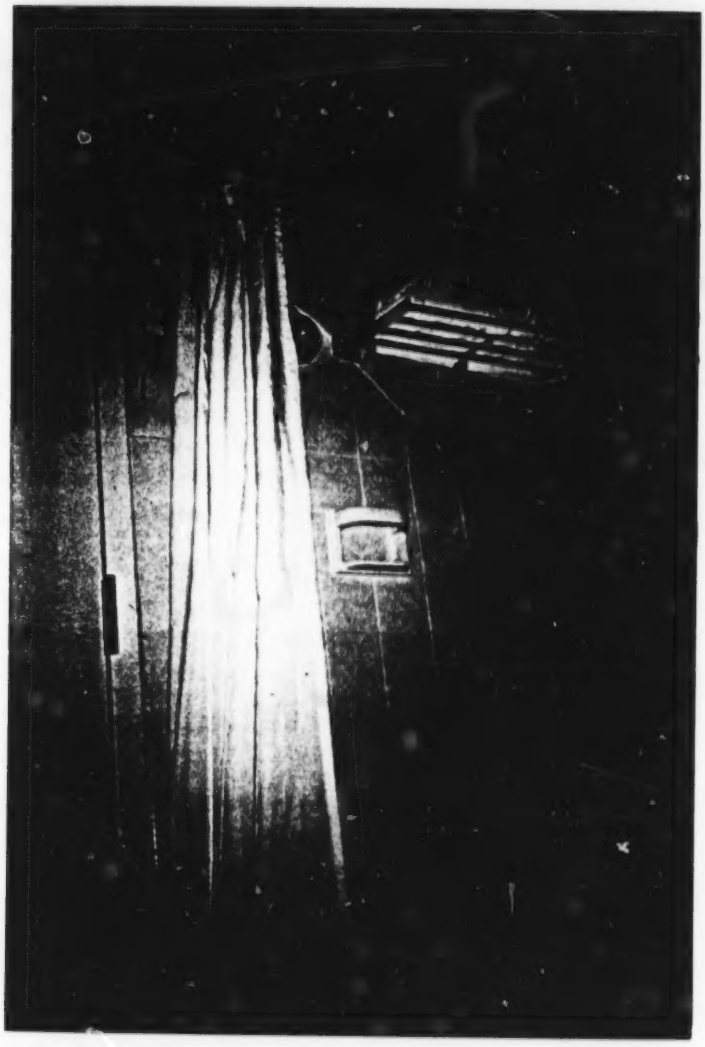
6. a
   b
   c

7. a
   b
   c

51

D.

Look at the picture. Listen to each dialogue and circle the best answer.



1. a. It's by the door.
   b. It's on the wall.
   c. It's on the left.

2. a. They are on the tub.
   b. They are on the rack.
   c. They are on the wall.

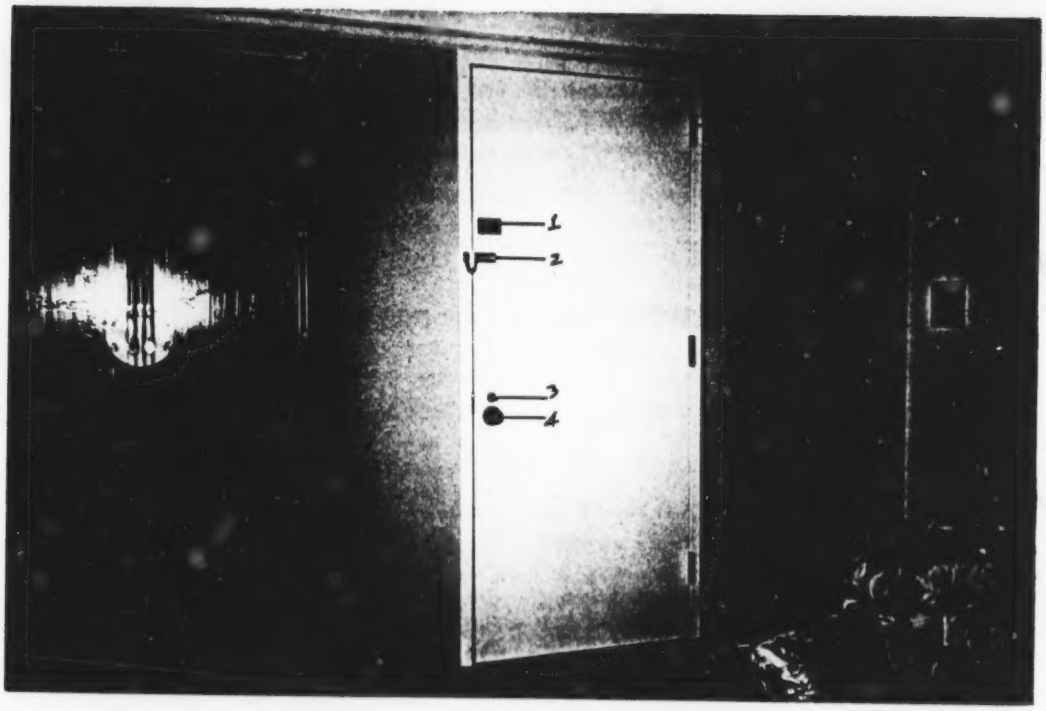
3. a. It's on the tiles.
   b. It's in the tiles.
   c. It's by the shower curtain.

4. a. It's between the door and the shower curtain.
   b. It's between the shower curtain and the towel rack.
   c. I don't know.

5. a. They're to the right of the towel rack.
   b. They're to the left of the towel rack.
   c. They're by the towel rack.

GIVE IT A TRY

A.
Match the numbers with the names.



_____ hinge

_____ door stopper

_____ safety reminder

_____ air condition vent

_____ door knob

_____ safety chain

_____ heater vent

_____ double lock

B.
Write the best answers from the words below.
For example: shower rod : shower curtain = drapes : *drapery track*

drapery track	night stand lamp	mini bar tray	tie rack
Excuse me?	doesn't work	hand lotion	bed sheet
turn on	amenity basket	towel rack	lid bumper

1. desk : desk lamp = night stand : _____

2. pillow : pillow case = bed : _____

3. door : door stopper = toilet lid : _____

4. toilet : handle = door : door knob

5. door : open = lamp : _____

6. glass : coster = ice bucket : _____

7. Kleenex : Kleenex box = amenity : _____

8. hair : shampoo = hand : _____

9. 5? : Did you say *5*? = What did you say? : _____

10. luggage : luggage rack = towel : _____

11. clothes : clothes hanger = tie : _____

12. off the wall : came off = broken : _____